

**Youth!**

Stay where the action is . . .  
in your own home town!

17:5

ous Education  
HIBIT

ol of Politics

ANCHES  
COLLE



# Youth

Volume 17

Number 5

February 27, 1966

Editor: Herman C. Ahrens, Jr.

Associate Editor: Laura-Jean Mashrick

Art Consultant: Charles Newton

Administrative Secretary: Clara Utermohlen

Editorial address:

Room 800

1505 Race St.

Philadelphia, Pa. 19102

YOUTH magazine  
is published  
for high school young people  
of the

United Church of Christ  
and

The Episcopal Church

YOUTH is also  
recommended for use  
among young people of the  
Anglican Church of Canada

An Horizons edition is published  
for young people of the  
Church of the Brethren

YOUTH magazine is published every other week throughout the year (except during July and August, when monthly) by the United Church Press. The Horizons Edition is distributed to Brethren youth by The General Brotherhood Board—Church of the Brethren.

**Publication office:** 1720 Chouteau Avenue, St. Louis, Mo. 63103. Second class postage paid at Philadelphia, Pa., and at additional mailing offices. Accepted for mailing at a special rate of postage, provided for in Section 1103. Act of October 3, 1917, authorized June 30, 1943.

**Subscription rates:** Single subscriptions, \$3.00 a year. Group rates, five or more to one address, \$2.40 each. Single copies, 15 cents each, double issues, 25 cents.

**Subscription offices:** United Church of Christ: Division of Publication, United Church Board for Homeland Ministries, 1505 Race St., Philadelphia, Pa. 19102. Episcopal Church: Circulation Department, YOUTH magazine, Room 300, 1505 Race St., Philadelphia, Pa. 19102. Church of the Brethren: General Brotherhood Board, 1451 Dundee Ave., Elgin, Ill. 60120.

Cover photo by H. Ahrens



"The minutes of the last meeting read and accepted.' Isn't that wonderful? That sort of gets me here!"



"This is church clean-up day. I mowed the lawn, scrubbed the steps and raked all the leaves. Now I'm cleaning the mini-glasses!"



## WHERE THE ACTION IS...

You don't need to go far to find where the action is. Kind deeds heal wounds—next door or overseas. And you don't need to make a big splash to be helpful. Little things—like opening windows—count big.

Every community has "sore spots" which need healing. These "sore spots" may be within yourselves—personal prejudice, thoughtlessness, ingrained practices of discrimination, blind acceptance of unchristian behavior. Others around you share your concern for healing. There is much to be done and you can share in the doing. Action takes many forms—thoughtful study, cooperation with others, volunteer-time and service, changes in personal attitudes, active participation in political or social pressure to achieve Christian ideals.

Where is help needed? Ask any of the following: School counselors, city social workers, your minister, the Red Cross, probation officers, visiting nurses, hospitals, organizations aiding minority groups, Juvenile Courts, Family Service, Children's Aid, police health bureaus, YMCA, etc. Or knock on any door—starting right in your own home.

Offer your help, not in anger, but in love. In seeking to evaluate the needs of your community and to determine your action, do so with understanding and compassion.

Have you a story to tell? Has your church group already found where the action is? How about that teen club at your school? Or your youth fellowships at Church? Or your scout troop? Or your local youth council? Do they have a story worth sharing? If so, write us a letter describing what your group did.



"House-to-house visitation, my eye! You stay away from Gloria!"





## *Operation Knock Knock opens n*





**"First, they sort of go into shock,"** smiles Bill DuMond. "I guess they're not used to teenagers knocking on their door and asking if they've got some work we can do for them for free! They stare at us as if to say, 'What hole in the ground did you crawl out of?'"

People seem surprised, even suspicious, of anyone—especially a teenager—who offers to work for nothing. That's the experience of a Brethren Youth Fellowship in Elkhart, Ind., whose members volunteer their services among neighbors in a door-to-door project called "Operation Knock Knock." But once the teens get their foot inside the door to help, the surprise of their neighbors turns to satisfaction.

"We got the idea from some college kids we know," reports Fred Humphrey. "And we've done it about four or five times so far during this school year. We generally do it on a Saturday morning and afternoon. We divide into small teams and go unannounced into nearby neighborhoods. Each team goes down a street, knocks on doors, and asks if they have any jobs that need to be done which we can do for them free of charge."

"After the initial shock wears off," Bill continues, "they're surprised. Then they say they don't have anything for us to do. We talk a little more, perhaps suggesting that we could wash windows, rake leaves, or mop floors. But they still don't want us. We thank them and leave. Even though they refuse, I think they're pleased that we asked."

"Lots of people would rather do it themselves," Fred chimes in. "They think it's too much like charity."

"At first some people question our intentions," interjects Dennis Eller. "Then, when we tell them we're from the Church of the Brethren over at the corner of Wolf and Benham Avenues and that we have an adult leader with us, they mellow a little. We have no problem finding enough jobs to keep us busy all day."

"Lots of times when we go out," says Barbara Wentz, "people—especially older people—don't have anything for us to do, but they want us simply to talk to them. I guess it makes them feel younger to talk with kids. It gives them a link. They say, 'Come back again. You don't need to work. Just come and talk.'"

In response to a question about why he feels Operation Knock Knock is important, the group's president, Charles Wagner, replies, "It helps to combat the bad image people have of teenagers. Most middle-aged adults haven't seen any teens lately. All they've seen is the kid who's out cruising on

the main drag. On the other hand, if there's a youth who wants to come to his house and to help him out, the adult sees a good side to teenagers, too."

"I'm afraid we live in a pretty cold world," Dennis observes. "And sometimes by going out and doing something like this, it helps make life more bearable."

Helping others is not new for the youth at this Elkhart church. Their service efforts include making trips to the Nappanee (Ind.) Church World Service Center to process clothes for overseas relief, keeping the church's sidewalks clean of snow, helping serve suppers, aiding in toy repairs at Christmas, and responding when needed. When a recent tornado hit the Elkhart area, the youth helped to collect stray chickens and personal property strewn across fields and to burn a wrecked barn.

A quick glance through copies of their monthly newsletter, *Youth-ful*, shows other activities scheduled—ranging from fun and sports to thought-provoking programs. Under the adult leadership of counselors Hal and Garnett Heeter, the teens find involvement in church programs on all levels—from local through regional to national. They hope to send 23 of their 46 members to the denominational National Youth Conference in Ithaca, N. Y., this summer. This means raising \$1000, which they've been doing by growing corn and potatoes, washing cars and a house, and holding work days, and box socials. Depending on the season, the group likes to toboggan, roller skate, bowl, swim, play basketball or tennis, bike hike, and the like.

"What I like about the kids in this group," says Charles, "is that they let themselves have fun. So many teenagers don't."

"What do you mean?"

"The kids here aren't afraid to let their hair down and to do the things that are really fun for kids. Most people think it's lowering themselves to have fun this way. But in our group, we just act nuts and have a good time."

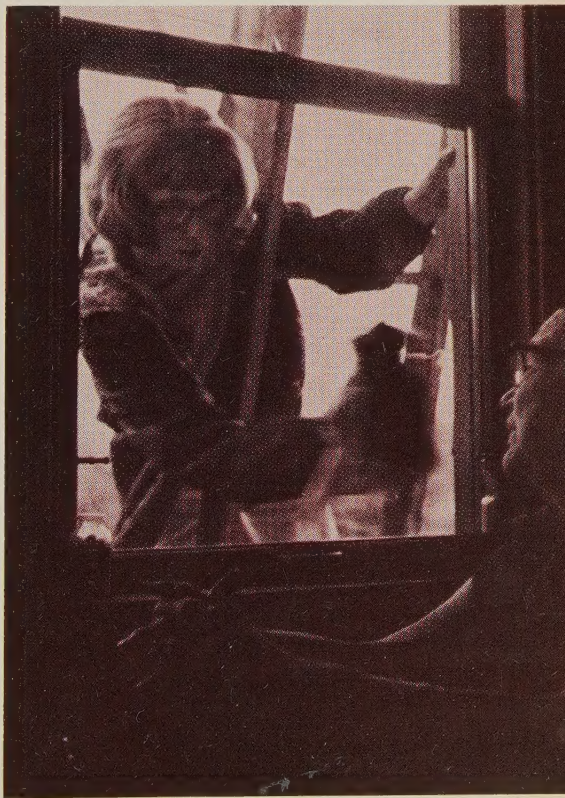
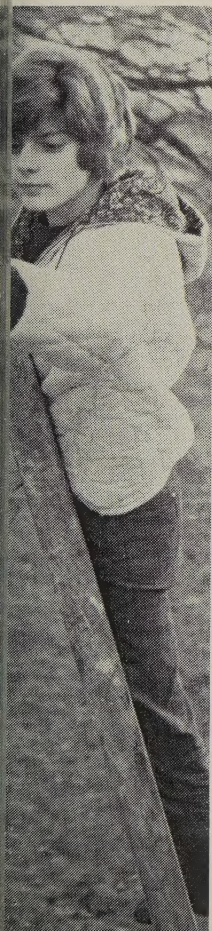
Hal, a public school teacher who works as a volunteer recreation leader in the community, says, "Many older teenagers seem to feel that the only way to have fun is to do those things which are more adult. Yet, in our group here, we find that when we work and play together, we seem to enjoy each other's company and fellowship. Our young people are really more their normal teen-age selves, rather than putting on airs to impress somebody."

In giving counsel to other groups which might want to tackle Operation Knock Knock, Hal suggests that any group





Elkhart teens talk with one person, are refused by another, clean out a gutter, and wash windows—all part of one day's Operation Knock Knock.



which tries this project "must show a lot of enthusiasm when they start the project in any home. I'm certain that those ladies where we worked today could see how much these kids were enjoying their work."

"I think the big thing is not to make the person being helped feel like he's really receiving something," says Charles. "Make the person feel like a human being and that he's not accepting charity."

"Go to the homes of people you don't know," advises Bill, the minister's son. "It's more effective when a stranger offers another stranger help."

Why do they go unannounced?

"I love to see those people open their mouths and not know what to say," jokes Fred. "But seriously, if the people know in advance that we're coming, they might be ready with a long list of jobs they'd saved for us to do. And that would spoil the spirit of the project."

"If people don't know you're coming," Dennis observes, "I think it's more genuine when you find someone who wants you to do something for them."

"For a group just trying this for the first time," Dennis counsels further, "it might be a good idea to combine it with some other activity—like a supper or party afterwards. You'd get better turnouts that way."

"Kids are reluctant to do this project because it's a new idea," explains Bill. "Going around doing jobs for nothing—I don't know—it kind of gets you at first. Some of the kids think we're nuts or something. But then after you've tried it a few times, you change your ways, and you really get it bad."

"When I first started," Barbara confides, "I wasn't really hepped up about it. But now I think I've learned to give a little of myself. Actually, this project helps me more than the person I do work for. Maybe it seems like just a little job, but you are giving a little of yourself and your time to somebody else, not because you're forced to, but because you want to. And besides, you learn more about the kids you think you know and about your leaders."

"What did you learn about your leaders?"

"They're a riot!"

"What did you learn about your friends?"

"They're a riot, too!"







Working for others is fun, too! After an afternoon of Operation Knock Knock, it was time for choir practice.





# When we picketed the church

BY DAVID HAGERBAUMER / We teens had a problem at our church in Quincy, Ill. We needed more adult leadership for the 45 high school young people in our church school department. We had only three teachers. The new curriculum in our church had caused us to lose many teachers whom we needed badly and as a result there were many more students in a class than could be properly taught, not only in our department but in all of them. Our minister and our board of Christian education had tried to recruit new teachers, but no one wanted to give up their time. And so we felt it was time for "youth" to take some action.

One Sunday as we were talking about our problem, I presented to the group my idea, which at the time seemed quite ridiculous. *Why not hold a teen-age demonstration to get new teachers?* At first the other kids thought it was quite a funny idea. But as we worked with other ways of getting teachers, we always ended up right back at the same plan for picketing. When we finally thought this idea through, the students and the teachers went wild. This was going to be a success, I could see it from the start.

The first sign made was by our department superintendent; he was for it all the way. From that first sign till the hour we marched was but a matter of time. The kids pitched in and everyone made a sign, even the other two teachers.

It came time for us to march, but cold feet set in and we started thinking. What will our minister say, for this was to be a surprise on him, as well as on the rest of the congregation? What would the people do? Would they laugh at us or would they take us seriously?

Church finally let out that Sunday morning and there we were, cold feet and our signs. At first the people didn't really grasp what we were doing.

TEACH US  
DO KNOW  
WHAT  
DO KNOW  
ABOUT  
GOD!

OUR CHURCH  
SCHOOL  
NEEDS YOU  
TO TEACH!

HELP US LEARN  
WHAT WE WANT  
TO KNOW

BE A  
TEACHER

COME TO CHURCH AND  
WORSHIP-THEN COME TO CHURCH



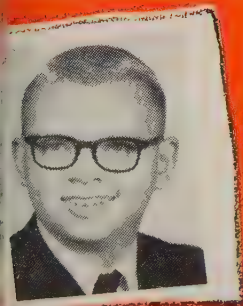
## People started asking questions

then they read our signs and, much to our surprise, they took an interest in our cause and asked us questions about our church school and our classes. We were overjoyed! The people were interested, but now we had to face our minister. Our cold feet turned to blocks of ice. There he was checking us. I walked up to him and asked him what he thought. He said it was wonderful, and that it should have been done sooner.

The president of our church council was collecting extra programs after church when our minister rushed up to him and said that our church was being picketed. In the next ten seconds our president had thrown his programs all over the church and was outside asking what the church had done and what the demonstration was about. Needless to say, he was quite shook. This demonstration gave us students in the congregation confidence that we, too, can do something in the church and be successful. The people in the congregation seemed to enjoy seeing us take an active part in the affairs of our church. This showed me that the adults in our church, and in most congregations, are waiting to see what the youth will do and can do. They want to see the younger generation, as they would say it, be interested and be informed of the problems at hand.

We feel that our demonstration was successful and that in the future we will be better able to take a stand on a problem in our church which we are strongly about or which affects us directly. We like to think that the youth of Salem United Church of Christ are on the move. Any group of youth can be, and every group should be.

What were the results of our demonstration? Six new teachers came out and many old ones returned to classes once again. I am happy that we did do this for our church. ▼



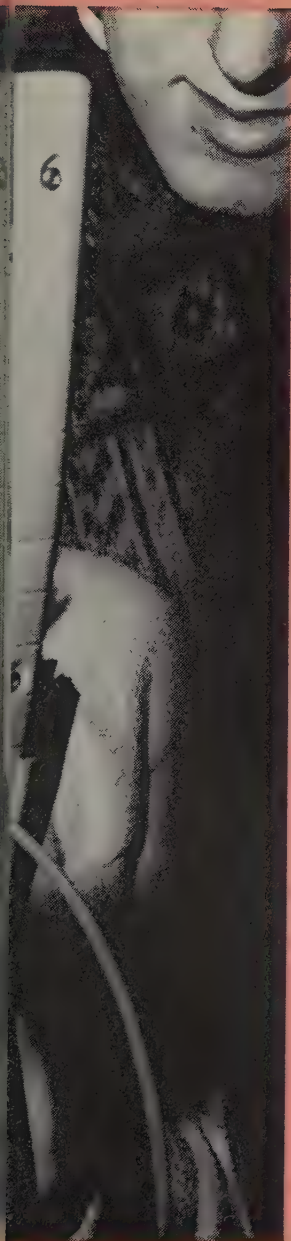
WE NEED  
CHURCH SCHOOL  
TEACHERS!

YOU WANT US  
TO LEARN  
WE WANT YOU  
TO TEACH!

CAN LEARN  
YOU CAN TEACH







TEENS  
READ THE  
COMICS  
IN SCHOOL!

ANNOUNCER: "Blondie" by Chic Young.

(Theme music fades in. up. under.)

ANNOUNCER: The scene is the Bumstead's bathroom. Blondie is in the hall speaking to Dagwood who is taking a bath.

(Dog barks. Sound of knock on door.)

BLONDIE: Dagwood, have you seen the new tube of toothpaste I bought? (Sound of water splashing.)

BLONDIE: It's in a red and blue tube.

(Sound of Water—Sound Stops)

DAGWOOD: Toothpaste? I thought it was shampoo. No wonder it wouldn't lather! (Dog barks. Blondie laughs. Music fades up and out.) ▶

What's going on?

It's "Operation Comic Strip"—a project of Eastside High School, Paterson, N.J.—where since 1962 the Student Council has been tape recording comic strips and comic books for the blind.

The idea for recorded comics belongs to Joseph Frank, director of activities at Eastside, who lost his sight several years ago as a result of meningitis. "While making use of tape-recorded books supplied by organizations for the blind," Mr. Frank said, "it came to me that while everything from the Bible to James Bond mysteries were available on tape, no one had recorded the daily comic strips that people with sight take for granted. They're part of the fun in life that sightless people never see."

So, he approached the Student Council and several clubs at school—and found some enthusiastic help. The Board of Education supplied tape recorders, the high school loaned the soundproof band room for recording sessions, and the students took over the task of raising money to buy tapes—including donating the proceeds from the Student Council bookstore.

Actual production of a tape is a complicated project—sound effects and appropriate theme music have to be recorded on one machine, (recording the music is the work of the Eastside Band). On a second tape, the actors record the dialogue with plenty of narration to help the listener understand what is happening between scenes and in places where there is no dialogue. Finally, on a third recorder, sound effects, theme,

often an oppressive, humorless is no vacation — except in the in Feeding the imagination of — blind children on by a Paterson School paper cor which is a daily highlight in the lives of per

## in the Dark

### A Little Laugh

## For Entertainment

# Of Blind School Children

...sighted person, cautions his "actors" to "make up in sound for what these blind children can't see. "All visual expressions have to be brought out through your voice," Frank tells his volunteers.

"You have to make your voice denote excitement, fear or whatever emotion the comic strip calls for."

The taped comics

## New Type Teen-age Record Pa

for the Blind, at Marcella.

"Until Operation Comic Strip came along," said Joseph Farrell, principal of Schooi No. 2, "there was no known source from which to obtain dramatizations of comics. The tapes were a welcome addition to the recreational program of our Braille students."

Operation Comic Strip has drawn the attention of the White House and the Department of Health, Education and Welfare. Now Frank hopes to interest other schools or service groups throughout the



dramatized comics are combined to produce the finished product. Beginning as freshmen and sophomores, with "bit" parts, students usually work up to the harder dramatic roles and the narrator's part. Senior students work on recording the sound effects, and on choosing the scenes to be dramatized.

To produce a 50-minute tape takes about four hours of work. More than 100 students, freshmen to seniors, work on the project after school, at home, and during summer vacation. Comic strips that are complete in themselves are recorded every two weeks, but serial strips are done once a month. Every comic tape begins in the school alma mater and ends with a list of the student actors.

Finished tapes are mailed in specially marked "Operation Comic Strip" boxes to Tarvar Memorial Library for the Blind (which distributes tapes nationally), to several N.J. libraries and camps for the blind, and to the Library of Congress.

Besides producing over 300 reels of tape-recorded comics, "Operation Comic Strip" has won national recognition and acclaim.

Graduates have taken the idea of Operation Comic Strip with them to colleges and universities across the country, where similar projects have been set up. To help others get started, Mr. Frank has prepared data sheets explaining the project step-by-step. He often lends sample tapes to interested groups.

So, if you ever enter Eastside High, don't be surprised to hear a voice say, "O.K., Pruneface, drop it. This is Dick Tracy."

# Operation Comic Strip

...aid, rubbing  
...thoughtful  
...talk about  
...d the so-  
...n it comes  
...s nothing  
...You give  
...hey shape

...ook  
...the  
...blind  
...ting it  
...and

...ally me  
...y are b  
...what t  
...g real  
...to br  
...ren some  
...ment

...tremend  
...are teache  
...lded "We b  
...volunteers  
...nd 47 differ  
...ivities with  
...icipating. Se  
...ven given up  
...keep the progr  
...see, there still  
...icated teachers  
...dark-eyed  
...point and light  
...s sleeve  
...going on a  
...he

...Frank  
...hovering  
...ho were  
...typical  
...ics peg

...ing to  
...val an-  
...icans  
...out  
...little  
...and

...st-  
...h-  
...e

...Fina Gerald  
...William White  
...side High School

...Students who  
...Operation Comic Strip  
...Emily Doan chairman  
...ing the Student Council  
...Miller representing  
...nd N...

...nd effects...

(Editor's note — Joe Frank has been a member of the Eastside High School for 16 years. An attack of ingitis while he was doing uale work at the University of Pennsylvania School of Education canceled out his career at that line and he entered the teaching profession. Since 1960 he has been stricken with blindness. He continued to work for four years, and received a doctorate in education for directorship in guidance. He had lost his sight in 1960. He was named director of the school's activities. He lost his sight in 1960, when he was stricken with blindness. He made his quick comeback to the school and my wonder. He is married to the former Fina Gerald, who is now William White, principal of Eastside High School.)

Students who participated in "Operation Comic Strip" are: Emily Doan, chairman; and Miller, representing the Student Council.

## Eastside High

"The rewards are amazing," added Bruce Vilanch, a senior, who was playing the part of May. Hop Sing for the tape of a Bonanza comic book. "Just seeing the kids light up when they hear 'Little Joe' or 'Hoss' is wonderful. There are no comic strips in braille."

Joseph T. Frank, director of student activities and himself blind for six years, outlined the unique project: "The kids wanted to do something different for the community, to help some group in a way they had never been helped before. So, we came up with Operation Comic Strip."

...nd effects...  
...ing to his l...



## *¿Habla inglés? In Artes:*

Imagine, if you can, walking into one of our large super markets with its rows and rows of canned goods, and not being able to read a single label! Or imagine being asked to fill out a job application and having to turn away because you cannot read or write. Maybe you think such conditions don't exist in our modern up-to-date world.

More to the point—if you discovered such a situation, what would you do about it?

When Girl Scout Troop #14 of Artesia, New Mexico, started to think about some sort of community project, they discovered the above situation





## *M., the answer is "Si!"*

and in their own community. Approximately 30% of the population of El Paso was of Mexican descent and many of the adults constituting that populace had not learned English. Further, the scouts discovered there were no classes to help these people learn English nor were there publicly available to set up any classes. Realizing that these Spanish-American youths at school were handicapped because English was not understood here, Troop #14 decided to enter into a program of teaching English in the community.

What's involved in such a project? What is needed first? First books, of



## The first group of graduates receive

course, and then, teachers. After investigating suitable materials the scout decided to use the Laubach method—a teaching method which combines words and pictures to teach language skills. Then knowing they would need added help, the girls visited local community groups (church groups, Rotary Club, etc.) to explain the project and enlist other teachers. And before the project began, they conducted a six hour workshop for all the volunteer teachers on how to use the Laubach method.

So, the project got under way. It was advertised through the cooperation of the local radio station, newspaper, and community groups. Support came from everywhere.

The first night 27 students registered and by the end of six months the project had a total of 74 students. One of the first registrants, a 64 year old man, asked anxiously as his registration card was filled out—"Am I too old?"

One lady was so eager to learn that even when she had a baby she only missed four lessons. Classes were held on Friday evenings in the summer and on Tuesday evenings in the fall. Most students, like the pregnant lady, were very faithful, rarely missing a session.





## er diplomas

was this service to their community which won national recognition for it. Troop #14 when *Parents' Magazine* awarded them third place in Youth Group Achievement Awards.

That sort of girl belongs to Scout Troop #14. These 20 scouts are all girls at Artesia High School, and some of the busiest teenagers in it. Besides their scout activities, they are members of church groups, the Glee Club, French Club, Spanish Club, Pop Club, Annual staff, American Legion, Future Homemakers, Future Teachers, Band, and other assorted groups. One girl traveled to Albuquerque, N.M., last year at her own expense for training and then served as a volunteer teacher at a camp for retarded children. Twenty members of the troop have just finished a six-week training course for Nurses' Aids and will each do a minimum of 50 hours of service to the local hospital.

Now Girl Scout Troop #14 of Artesia, N.M., is seeking to serve their community. They, in turn, would ask you—"What's the need in your home?"

On June 15, 1967, a graduation ceremony was held for those students who had completed the first of the three readers.

In addition to the regular course books, the scouts brought supplementary materials they felt would be of help to the students. These included pamphlets on citizenship and government, spelling books, and newspapers.

After each meeting, students and teachers gathered together in a circle to salute the flag and sing—thus giving the students a chance to practice their English.

The troop believes that the rewards they have received from this project far exceed those which they have given. Moreover, they feel this has been the most valuable and rewarding project which they have ever undertaken—especially in terms of serving their community in a way in which it really needed to be served.

**... INTO THE INNER CITY**





in the big city may baffle its  
blacks but it is even more of a  
challenge to out-of-town visitors. Over  
New Year's weekend, 50 white  
Negro Episcopal teenagers were  
brought to a pioneer five-day inter-  
racial conference in New York City  
to study "the city" and its problems.  
Participating were teen-age leaders in  
churches in the Diocese of Tennessee,  
North Carolina, Virginia, Mississippi, Upper  
South Carolina and New York.

What did the visitors like best? The  
city—when it was running and  
the Transport Workers Union con-  
sidered Michael Quill set off a  
citywide subway and bus

How did they think the church had  
affected their thinking on race re-  
lationships? By having them mingle to-  
gether at a conference dinner, in dis-  
cussions, as roommates (Negro and  
white boys were assigned rooms to-  
gether at the nearby Hotel Paris) and  
during after-hours ball sessions, they  
found. The experience of living to-  
gether, one white youth from a tradi-  
tional New York suburb conceded,  
was something of a surprise. He  
found himself more and more "res-  
onant" with Negro boys at the con-  
ference, which had headquarters at  
the Cathedral of St. John the Divine.  
The conference was sponsored by the  
Department of the Executive  
Council of the Episcopal Church,  
the textbook for the get-together  
Harvey Cox's provocative book,  
*Secular City*, in which the author  
argues that "we must learn to speak of  
God in a secular fashion" to reach  
modern people. Teenagers, chaperoned  
by adults, not only tested the Cox  
book by what they saw in Harlem,



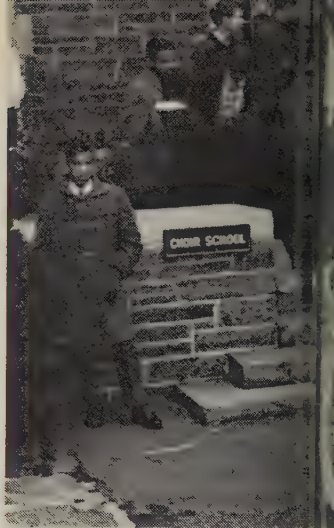
where they visited Exodus House, a narcotics treatment center, among other places, but what they observed in Manhattan churches, the automat, in the subway during the "rush hour," on Fifth Avenue and in Times Square on New Year's Eve. A New York psychiatric consultant led a discussion on "Adolescent Freedom and Responsibility in an Urban Society."

According to Canon Walter D. Dennis, Jr., a Negro on the cathedral staff, several youth from wealthy New York suburbs were invited because "they have had no more real integration than white kids from the South." The group from Upper South Carolina Diocese were all Negroes, those from Southern Virginia were white, and the rest were racially mixed.

In their own words, one Negro girl and two white boys gave the following observations:

Deborah Harmon, 17, of Memphis, Tenn., said, "I've been shocked at the things I've seen in New York but I like what I see. I wouldn't stay here, because I don't see how people are people here—they don't care. They throw paper on the sidewalk and they have 'Don't Walk' signs and it's noisy. We're friendly in Memphis and, yes, we have interracial things and they seem to work just fine. In race relations, it depends on the people who make the start, who make the first impressions . . ."

David Hornsby Bowditch 17, of Yorktown, Va., reported, "I think in the last four years that my views have changed considerably about race. I'm glad of it, and I've met some great colored people. Of course, I come from a Southern family—although Virginia is a border state and things are changing fast there—and



Jo-Ann Price







A. Hansen

never lived with a Negro, having been placed with a . . . may be somewhat artificial . . . but not completely." Weiss, Newport News, Va.



four years ago I might have felt that Negroes are inferior, won't work and are always demanding something. But a combination of things have helped me change. We still haven't solved the racial problem in the church itself. . . . But I think, from what I can see, this conference has been very effective. . . . I still have some barriers, for instance dancing, and it takes time to break them. . . ."

David M. Hart, 17, of Yorktown Heights, N. Y., observed, "My roommate at the conference was a Negro from Jackson, Miss., and I've never met any Negroes from Mississippi. I've found they're more like kids in the North than I thought. With all the prejudice that's going on, I'd imagine they'd feel pretty strongly against whites. But we had a lot of fun together, and I was very relaxed with them. It was surprising. . . . I think that because the kids here are connected with the church, they follow what the church says. I don't think they're prejudiced."

—R.N.S.

Glued Join

SECTION

714

Numbers not less than  
10" high of 1/2" wide strips  
On each side of sail one side  
lower than the other

Maximum Girth of Mainsail  
Not to exceed 6'-0"  
(See Specifications)

CE Mainsl

Main = 35 Sq Ft

Total Sail Area = 119 Sq Ft

Maximum length of Battens

Top = 18"

Center = 27"

Bottom = 24"

Communi

CE Jib

Jib = 34 Sq Ft

For location of Bands, Mast & Booms  
(See Specifications)

Foot = 6'-4" (Max Roach 5")

Jan Cleat to belay

Vang tackle

Each to CB Trunk

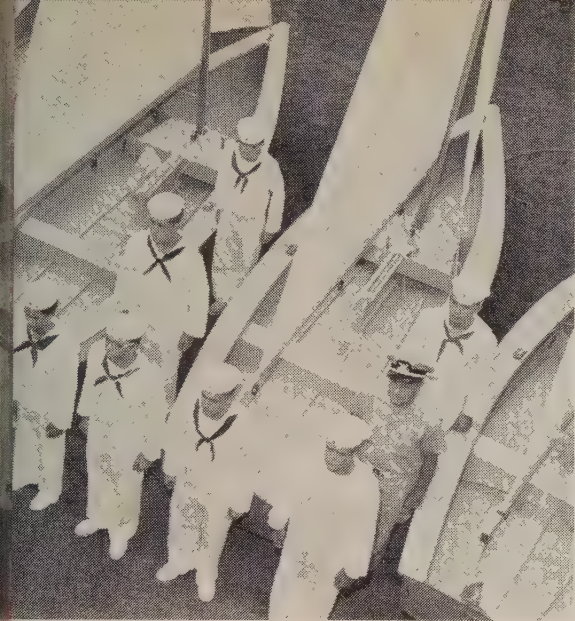
on Port side

Hooking part of Vang Tackle

CB Trunk

Softener





W. Mills

## *blems—a scouting “challenge”*

Have you ever spent a day on your knees in traffic? Members of Sea Explorer Ship Challenge #5955 have—for as part of an emphasis on traffic safety they participated with the Traffic Safety Council lettering crossings on main thoroughfares.

But, this is only a small part of the many activities of the Challenge—a unit, sponsored by the Edison Park Lutheran Church of Edison Park, Illinois, which in its eight years of existence has been selected four times as number one Explorer and Sea Explorer Scout unit in the Chicago area.

What makes this such an outstanding group of scouts? One answer can be found by looking at their purpose. The Ship has as its objective “to provide opportunities for boys of all faiths to accept the adult responsibilities of citizenship toward their community, its peoples, and their neighbors.” And in order to implement this objective the group of about 30 Sea Explorers have been involved in a wide variety of community and church projects—everything from conducting worship and caroling in hospitals to marching in the 4th of July parade, as well as involving each individual scout in his own one-man, every-day tasks.

Traffic safety is a major problem these days, and the Scouts have had several projects in this area, besides their street painting. They organized a bicycle safety campaign for younger children and have set up special automobile safety warnings on major holidays. In addition, being Sea Explorers, water safety is also of major concern to them, and recently they conducted a boating safety demonstration for the National Safety Council's Youth Congress.

But, the Ship's activities have included much more than safety programs.

The Scouts have been active in a program of teaching swimming and water safety to mentally and physically handicapped children. On a volunteer basis, they have donated their Saturday mornings to this special project.

As Sea Explorers the Ship meets regularly for classes in navigation, seamanship, drill, and formal ceremonies. Once a month they meet for marksmanship instruction at a rifle range. And, as part of their group, they have organized a Chanteymens Chorus.

And as Sea Explorers they operate on water as well as on land. But to do this, one must have ships—and the Challenge's greatest "challenge" since 1963 has been "Operation Windmill." With the help of their adult officers, the scouts have built a fleet of six Windmill Class sloops—working two evenings a week, plus Saturdays, for a two-year period on this project. With their finished sloops, they participated last year in the Chicago National Boat Show. Projected plans now call for some more additions to this basic fleet.

Being seamen also involves meeting sailors from other ports, so when the Norwegian Training Ship, *Christian Radich*, was visiting in Chicago this past year, the scouts experimented in international relations, acting as hosts for the Cadets from this square rigger. Although the Cadets were the same age as the Explorers, the scouts found that the experience of having sailed a ship on the long journey across the Atlantic made the Norwegian boys seem several years older in many respects. The scouts tried to give the Cadets a picture of American life by bringing them to their neighborhood for a morning of sports, some sightseeing, an afternoon swim, and a neighborhood "typical American" picnic, with paper plates and home-made food. The Cadets were also pleased to find some Americans of Norwegian descent who could converse with them in their own language.

Blended into this program of community and church service are Saturday sailing sessions on the lake, special week-end cruises, and many plans for the future.

It is because of this varied program that the Sea Explorer Ship Challenge #5955 has sailed away with a *Parents Magazine* Youth Achievement Award for three years in a row.





Above: Caroling at Christmas.  
Below: The Cadet-scout picnic.





U.N. ... were ... night at ... They attended church and ... The ... were ... minister ... with the ... and ... for the ...





WE EXPECTED THEM ALL  
TO BE LIKE EINSTEINS,  
BUT THEY WERE JUST LIKE US."

NANCY JENKS AND PENNY DEMAREST / One way to understand other people is to meet them. And so, our youth fellow-invited a group of teenagers, whose parents work at the United Nations Secretariat, to visit our North Church (United Church of Christ) in Amherst, Mass., for a weekend in October. Our purpose was to broaden our understanding of the world and its peoples and to make new friends.

Since this was a pioneering venture for us and for the U.N. Secretariat, we were not sure how to plan. Not knowing what the interests of our guests would be, we planned what appealed to us, and hoped it would also appeal to them. On Saturday, October 31, we went to meet the group who had come from New York City by train. Eleven young people representing Pakistan, Holland, Argentina, Austria, Greece, Formosa, France, and the U.S.A.

We were nervous about meeting them. We thought they'd be very formal. I guess we expected them to be "different"—sort of sophisticated "Einsteins," or something! And so, when we picked them up at the train, we didn't say much. But as we who were driving drove our guests home, we pointed out places we were passing and chatted about our town in a matter-of-fact style. Our parents had the same fears we did. But, one mother said, "When Sylvia (a high school girl) came in and said, 'Man, this is rural!,' I knew we'd get just fine!"

One of the boys reported, "As we sat down to eat our lunch, my parents drilled our guest on what his interests were in life and after he had answered, he threw a few questions at us. And we had a solid relationship right then—something to build on."

On Sunday afternoon we all went to a football game between the University of Massachusetts and the University of Vermont. Some of our visitors had never seen a football game before. Then everyone had the evening meal with host families and returned to the church that night for a Halloween party with a scavenger hunt, singing for apples, a local folk singer, and dancing. We had cider doughnuts—we'd made ten gallons of cider ourselves earlier in the week. The party brought the group together.

Monday morning was free, with many of our guests attending church with their host families. We found out that while these young people are pretty Americanized, they usually did stick to the re-



ligion of their parents and country. In the afternoon, we all gathered in the parsonage for a discussion, which covered everything from the U.N. International School, which most of our guests attend, to world politics. Although we were not afraid to discuss international issues, we seemed to find a common meeting point when we discussed those things closest to all of us—school, sports, families, college and vocational decisions.

Most of their parents are international civil servants. And, like any other civil servant, their primary loyalty is to the United Nations rather than to the country from which they come. Many of the kids who visited us want to do international work—like for the U.N.—when they finish school.

And their lives are so international! One boy told of visiting his grandmother in Czechoslovakia. Others told how their families preserve some cultural customs in their home life. Having been born in the United States, one boy spoke of wrestling with the decision to keep his U. S. citizenship or to become a Greek citizen—he was leaning toward Greece! And when we discussed college, two girls talked very normally about applying to the Sorbonne University in Paris. (After all, when we in the U. S. think of college, we think of going to school nearby—or maybe going as far away as Ohio—but never going abroad for college!)

But they all seemed to be very much at home in the U. S.—perhaps even more so than in their own lands. We had expected them to be different. And they weren't. There was as much apathy, commitment, seriousness and hilarity in their group as in any group of kids. For example, some were really knowledgeable about international affairs and others couldn't care less—the same as in our group. All of this came as a surprise—and a relief—to us.

After a potluck supper at the church, we took our guests to the train station for their return trip to New York City. By this time, we were not two groups, but one. We realized that our time together had been much too short for all of the things we'd discovered we wanted to do together and to talk about. Most of our parents came to see the visitors off.

As a last-minute thought, we gave our visitors a jug of our apple cider to take back with them. There was much hilarity passing the jug around and then waving it from the window as the train pulled out. And in our reluctance to part, some of us almost got pulled onto the moving train.

At school the next week, their visit was all we talked about.

Since that weekend, we've been writing back and forth and planning more trips. We'd like to have them come again and we've been talking about going to New York to visit them there. But the next time it won't be like having strangers visit—it will be like visiting old friends.

▼

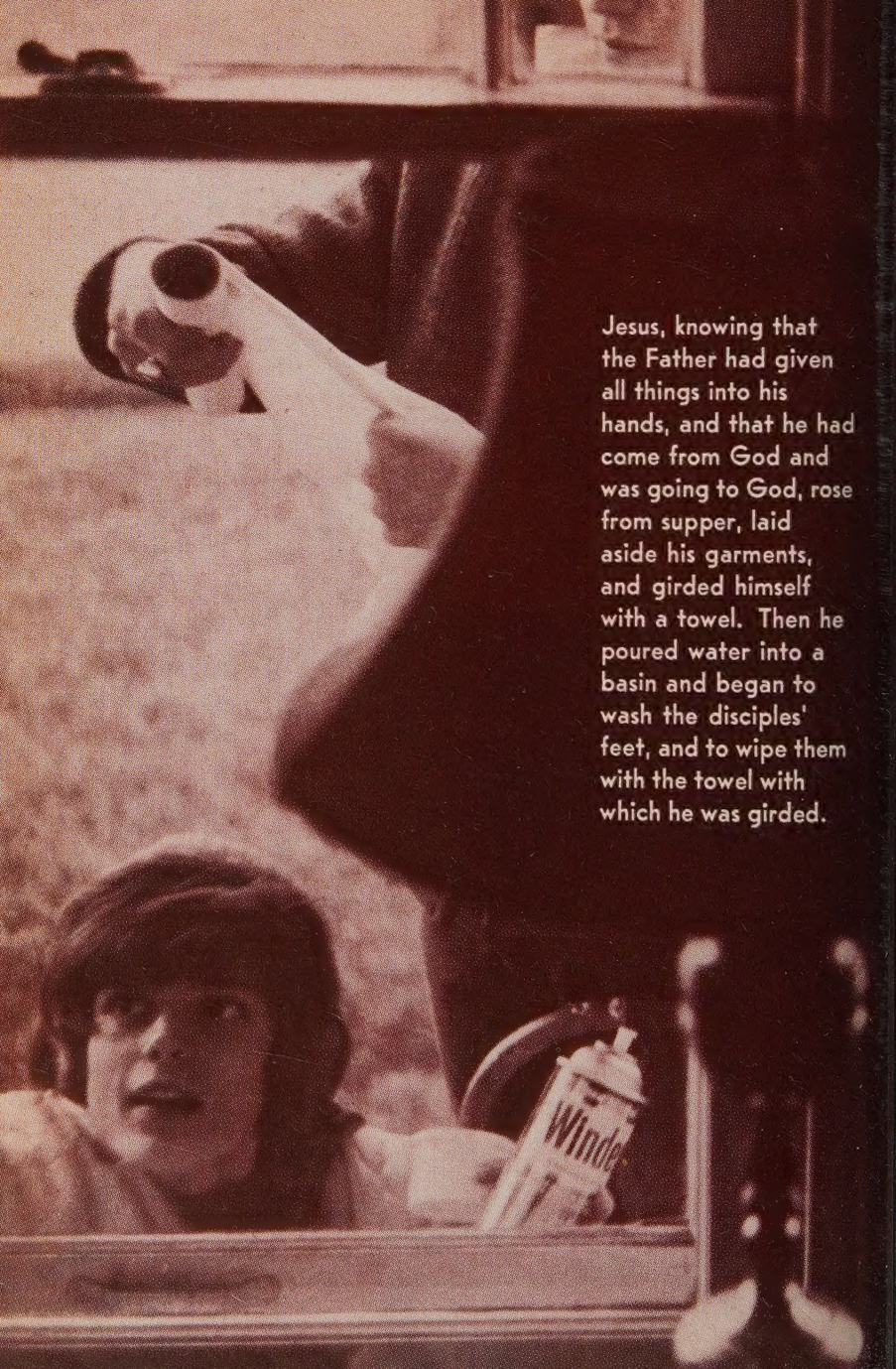


At the Hallowe'en party, the two groups became one.



Photos by Dick Fisk





Jesus, knowing that the Father had given all things into his hands, and that he had come from God and was going to God, rose from supper, laid aside his garments, and girded himself with a towel. Then he poured water into a basin and began to wash the disciples' feet, and to wipe them with the towel with which he was girded.